DOCUMENT RESUME

ED 198 067 SO 013 156

AUTHOR Brownstein, Henry H.: And Others
TITLE The Individual and Ethnic Identity: A Guide for Teachers.
INSTITUTION Junior Coll. of Albany, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
PUB DATE Jul 80
GRANT G007903224
NOTE 37p.: For related documents, see SO 013 155 and SO 013 157.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Discussion (Teaching Technique): Educational Objectives: *Ethnicity: *Ethnic Studies: Higher Education: *Individual Characteristics: Learning Activities: Secondary Education: Social Studies
IDENTIFIERS Ethnic Heritage Studies Program

ABSTRACT

This guide to teaching ethnicity from the ethnic individual's point of view is designed to accompany the student sourcebook, The Individual and Ethnic Identity (see SO 013 157). The sourcebook, suitable for secondary and higher education, contains quotations of 51 individuals from varying ethnic backgrounds and varying degrees of ethnicity. It focuses on the processes of immigration and assimilation, individual ethnic identity, and ethnic group relations as they affect the individual. The teacher's guide is presented in four major sections. The first two sections provide information about the format of the sourcebook and list general and specific objectives. The primary objective is that the student will recognize that all people who identify with ethnic groups are individuals and not simply representatives of a group. Section III defines terms such as assimilation, ethnicity, culture, discrimination, prejudice, racism, and WASP. Section IV suggests formats for presentation of the sourcebook. Class discussion questions are correlated to answers found in the quotations in the sourcebook. Group work, home assignments, and classroom activities are also discussed. Students identify ethnically-oriented businesses in their community, examine ethnicity as portrayed by the mass media, and analyze Thomas Nast cartoons. A questionnaire for interviewing individuals about their ethnic identity is included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198067

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Individual and Ethnic Identity

A Guide for Teachers

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Henry H. Brownstein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Project of

The Junior College of Albany

Russell Sage College

July, 1980

Revised

The Junior College of Albany

Albany, New York

SP 013 156

Copyright (c) 1980 Henry H. Brownstein

The Individual and Ethnic Identity

An Ethnic Heritage Studies Project

The Junior College of Albany

Albany, New York

Henry H. Brownstein, Ph.D.
Project Director

Marlene Mendelson, M.A.
Project Assistant

Advisory Council

Dr. Alexinia Baldwin
Mrs. Gloria Bilynsky
Mr. Thomas Bushallow
Dr. Francis Femminella
Ms. Elaine Fraser
Miss Catherine Gaynor
Dr. Hannelore Lennig
Mr. Donald McGrath
Dr. Christopher Reaske
Mrs. Eleanor Rice
Mr. Victor Sgambato
Mrs. Christine Vasil
Dr. Steven Windmueller
Mr. Eugene Zmijewski

Mrs. JoAnn Larson, Curriculum Consultant

This project is being conducted with the support of an Ethnic Heritage Studies Program grant (Number G007903224) from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily relect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

Acknowledgements

I wish to give special thanks to two people for their work on this Guide - JoAnn Larson for her contributions, especially the supplementary classroom activities, and Marlene Mendelson for pulling it all together.

CONTENTS

	page
I. Introduction	1
II. Objectives	3
III. Definitions	4
IV. Suggested Formats of Presentation	8
V. List of Respondents	25
VI. Sample Questionnaire	26

I. INTRODUCTION

This guide is designed to be used with The Individual and Ethnic Identity: A Sourcebook for Students. Using these materials in the classroom will enable the teacher to demonstrate to his or her students concepts related to ethnic identity through the words of individuals who relate to ethnic groups in varying degrees.

Currently, numerous curriculum packages exist to assist teachers when dealing with ethnicity, ethnic identity, and the relationships among ethnic groups. But much of the available material focuses on the group as such, and often on a particular group. By focusing on ethnicity and ethnic identity as phenomena which are uniquely characteristic of individuals, The Individual and Ethnic Identity offers the teacher an opportunity to supplement existing material with an approach that can bring otherwise abstract concepts to a personal level.

The quotations that you and your students will be reading are taken from interviews with more than fifty individuals living in the Capital District of New York State. Interviews were conducted from October to December, 1979. Respondents were asked about themselves and their relationships to others in terms of their own ethnic identity. (A sample questionnaire is included as Section VI of this guide.) The respondents were selected so as to include persons who have only a weak identification with their ethnic heritage as well as persons who strongly identify with such a heritage.

In the students' sourcebook, the material is divided into three sections with an additional section of tables. They are:

I. Immigration and Assimilation

II. Your Own Ethnic Heritage

III. Being Different

IV. The People Who Came to America - Tables of Information

Each of the sections is composed of questions related to the general topic of the section and quotations which suggest responses to those questions. The questions are sequential in that each one logically follows the preceding one. Similarly, each section is placed in logical relation to the others. Therefore, the sourcebook is designed to be used in its entirety and in sequence.

Each section of the workbook may be used as a lesson in itself or as a set of lessons. To the latter end, the sections have been subdivided into two or three subsections. For example, section I on Immigration and Assimilation is subdivided as A/ Coming to America and B/ Becoming an American.

The format of the sourcebook is designed to lend itself to classroom discussion. In section IV of this guide, suggestions for generating classroom discussion with the sourcebook material are provided. Also included are additional suggestions for further application of the material to other classroom and home assignment uses.

II. OBJECTIVES

A. Overall Objectives

1. The student will be aided in understanding the meaning of ethnicity in all its complexity, free of stereotypes.

2. The student will become aware that every American has an ethnic heritage.

3. The student will recognize that all people who identify with ethnic groups are individuals, and not simply representatives of a group.

B. Section I - Immigration and Assimilation

1. The student will be introduced to the concept of ethnicity.

2. The student will learn that people came to America for a multitude of reasons.

3. The student will note that many different types of problems faced and continue to face immigrants.

4. The student will realize that problems of adjustment can be alleviated to some extent by the help of other people.

C. Section II - Your Own Ethnic Identity

1. The student will recognize the fact that there are many ways to express ethnic identity and that no one way is best.

2. The student will observe that some people chooose not to identify with an ethnic group at all, or do so on a minimal level.

3. The student will be encouraged to think about how he or she expresses his or her own ethnic identity, if at all.

D. Section III - Being Different

1. The student will understand that prejudice and discrimination may be faced by people of many different ethnic backgrounds.

2. The student will recognize that frequently prejudice can be reduced.

3. The student will understand what a stereotype is, and will recognize that real people are not often adequately described by stereotypes.

III. DEFINITIONS

In using the material in the sourcebook, there may be terms which require definition. Though no one definition of any given term is necessarily "best", it is desirable that the teacher and his or her students reach some level of agreement concerning the meaning of terms they are using together. The following listing of definitions, separated according to the related sections in the sourcebook, is designed to assist you in helping your class to define terms which might otherwise be confusing. These are definitions for you to use as a resource when developing the meaning of selected terms which would be relevant to classroom discussion.

Section I - Immigration and Assimilation

1. assimilation

   a. "Assimilation is a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments and attitudes of other persons or groups, and, by sharing their experience and history, are incorporated with them in a common cultural life."
   R.E. Park and E.W. Burgess - Introduction to the Science of Sociology, 1921.

   b. "...two kinds of assimilation: cultural assimilation or acculturation, which involves the process of the immigrant group learning the manners and the style of a new society, and structural assimilation (or simply assimilation) in which the members of the immigrant group relate to members of other groups, particularly on the intimate levels of friendship and family formation, without any regard to ethnic differences."
   A. Greeley, Why Can't They Be Like Us?, 1969.

2. Ellis Island

   - the federal government's "reception center" for immigrants arriving in New York Harbor - 1892-1924.
   L. Dinnerstein and D. Reimers - Ethnic Americans, 1975.

3. ethnic group

   a. "a group with a shared feeling of peoplehood: - "Any

group which is defined or set off by race, religion, or national origin, or some combination of these categories."
M. Gordon, Assimilation in American Life, 1964.

b. "A group that is socially differentiated from other groups, has its own subculture, and has a shared feeling of peoplehood."
D. Popenoe, Sociology, 1977.

4. ethnicity

a. "sense of peoplehood"
M. Gordon - Assimilation in American Life, 1964.

b. "one of a number of ways in which Americans may identify themselves and which they may use as part of their self-definition."
A. Greeley, Why Can't They Be Like Us?,1969.

5. Immigrant

-"nonresident aliens admitted to the U.S. for permanent residence (one year or longer)."
Statistical Abstract of the U.S., 1979

6. immigration

a. "the process by which individuals or groups enter a country with the purpose of establishing a new place of permanent residence."
D. Popenoe, Sociology, 1977.

b. "the movement of people from one country to another."
D. Light, Jr. and S. Keller, Sociology, 1979

Section II - Your Own Ethnic Heritage

1. culture

-"a system of values and meanings shared by a group or a society including the embodiment of those values and meanings in material objects."
D. Popenoe, Sociology, 1977

2. ethnic ancestry

-"conclusion that some groups are alike by virtue of imputed common ancestry."
D. Horowitz, "Ethnic Identity," 1975.

3. ethnic heritage

-cultural traditions of the immigrant group which has helped many

"immigrants to adjust to the new society."
H.H.L. Kitano, Race Relations, 1980.

4. ethnic identity

a. "special sense of both ancestral and future-oriented identification with the group."
M. Gordon, Assimilation in American Life, 1964.

b. "a political unit for purposes of power and for obtaining a larger slice of the American pie."
H.H.L. Kitano, Race Relations, 1980.

Section III - Being Different

1. discrimination
a. "actions or practices carried out by members of dominant groups, or their representatives, which have a differential and harmful impact on members of subordinate groups."
J. Feagin, Racial and Ethnic Relations, 1978.

b."a barrier to prevent minority groups from equal participation in the society."
H.H.L. Kitano, Race Relations, 1974

2. Minority group
a. "a group of people who because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination."
L. Wirth, "The Problems of Minority Groups," 1945.

b."Any group in a society that, because it consists of persons having particular biological or social characteristics, is an object of prejudice or discrimination."
D. Popenoe, Sociology, 1977.

3. Prejudice
a. "a set of attitudes which causes, supports, or justifies discrimination."
A. Rose, The Roots of Prejudice, 1951

b. "an antipathy based upon a faulty and inflexible generalization."
G. Allport, The Nature of Prejudice, 1954.

c."an emotionally rigid attitude or predisposition to respond to a certain stimulus in a certain way toward a group of people."
G.E. Simpson and J.M. Yinger, Racial and Cultural Minorities, 1965.

4. quota

a. "In 1921 Congress... established the principle of restriction based on nationality and placed a ceiling on immigration from Europe."
L. Dinnerstein and D.Reimers, Ethnic Americans, 1975.

b. The Johnson-Reed Act of 1924 - "... set the annual quota of any nationality at 2% of the number of foreign-born of each nationality resident in the U.S. according to the 1890 census."
L. Dinnerstein and D. Reimers, Ethnic Americans,1975.

5. racism

-"...the belief that some races are demonstrably superior to others and that there is no such thing as racial equality."
H.H.L.Kitano, Race Relations, 1980

6. stereotypes

a."an overgeneralization associated with a racial or ethnic category that goes beyond existing evidence."
J. Feagin, Racial and Ethnic Relations, 1978.

b. "when stereotypes of a group are already given wide credence, selective perceptions and experiences can validate the attitude."
H.H.Kitano- Race Relations, 1974.

7. WASP (White Anglo-Saxon Protestant)
a."The White American population at the time of the Revolution was largely English and Protestant in origin..."
M. Gordon, Assimilation in American Life, 1964.

b. In much scholarly writing, the "one universal standard has been white Anglo-Saxon Protestantism and 'success' and failure' have had to be evaluated from this norm."
H.H.L.Kitano, Race Relations, 1980

IV. SUGGESTED FORMATS OF PRESENTATION

As noted in its subtitle, The Individual and Ethnic Identity is a sourcebook. More than anything else, it contains quotations from the individuals interviewed about their own ethnic identity. For this reason, its applications for classroom use are numerous. In this section we will suggest various such applications.

A. Classroom Discussion - General

In the sourcebook, the quotations are organized into three general categories for classroom discussion. These are identified by the section headings. Each section is then subdivided into two or three subsections. Within this framework, questions are incorporated with the quotations to offer directions for classroom discussion.

Using the sourcebook for general classroom discussion, you will need from three to eight classroom periods. Each of the three sections may be used as a complete lesson. Or your may choose to consider each of the eight subsections as a separate lesson.

Questions for classroom discussion are raised by the questions in the boxes in the sourcebook. For example, Section I (Immigration and Assimilation), Part A (Coming to America) begins with the following questions:

Why would someone from another country come to the United States?

Why did each of the following people, or their ancestors, come to America?

Did each of them come of their own free will?

Following this set of questions are a series of quotations indicating reasons that people had, or have, for migrating to the U.S. The questions ask the class to think about the reasons for immigration. Through the ensuing class discussion of the quotations, various reasons for immigration will be expressed.

Throughout the sourcebook, questions and related quotations follow in a logical sequence. You may choose to limit discussion of each question and its related quotations so as to include all of the material in each section as one lesson. Or you may choose to discuss each question and its related quotations in more detail, which would require using the material for a greater number of lessons. In either case, class discussion would follow the sequence of the material as presented in the sourcebook.

B. Classroom Discussion - Particular

In some cases, it will not be possible for the sourcebook to be used in its entirety. Nonetheless, the teacher might wish to use the material in the sourcebook to teach his or her class about particular concepts related to ethnic identity and ethnic groups. This would be possible if the teacher could select those parts of the sourcebook which give attention to particular topics. Such selection could be based upon the sections, subsections, and questions included in the sourcebook. To make this task easier for the teacher, the following is an analysis of the relationship between particular quotations and the questions and sections under which they are placed.

SECTION I. IMMIGRATION AND ASSIMILATION

A. COMING TO AMERICA

Topic 1 - Why did people come to America? Why do they continue to come?

Related Questions: Why would someone from another country come to the United States?

Why did each of the following people, or their ancestors come to America?

Did each of them come of their own free will?

p.3 -	f. 65, Italian -	adventure
	m. 32, Irish -	potato famine
	f. 65, Jewish -	persecution
	m. 42, Polish -	promised land
p.4 -	f. 62, Irish -	mercenary
	f. 44, Japanese-	marriage
	m. 19, black -	slavery
	f. 56, Jewish -	escaping army service

Related Question: As people continue to come to America, do they still come for the same reasons?

p.5 -	f. 14, Russian -	parents came
	f. 19, Iran -	education
	m. 18, Rhodesia -	increased status
p.6 -	m. 50, German -	business

Topic 2 - The manner in which people came to America

Related Questions : How did people get to America?

What are some of the problems they faced?

p.6 -	m. 82, Jewish -	merchant ships, Ellis Island
	m. 64, Italian -	with father, quotas
p.7 -	m. 69, Jewish -	steamship, immigration laws
	m. 61, Greek -	settlement enclaves
	f. 79, Jewish -	illness, Ellis Is.
p.8 -	f. 75, Jewish -	steerage

Related Question: If you came to America today, would getting in be any different?

p.8 -	m. 50, German -	trip, weather
	f. 38, Italian -	family

Related Question: What is it like to leave your own nation of birth?

p.9 -	m. 18, Rhodesian -	misses places, foods
	f. 14, Russian -	misses friends, differences

B. BECOMING AN AMERICAN

Topic 3 - Adjusting to American life -

Related Questions: What is it like to come to America from another country?

Did any of the following people have a problem trying to adjust to America?

How was their adjustment made easier?

p.10 -	m. 50, German -	job, language, food
	f. 19, Iran -	adolescence
p.11 -	f. 79, Jewish -	economic struggle
	f. 19, Italian -	language
	m. 61, Greek -	language, helping others
	f. 64, Argentina- (Jewish)	language, school
p.12 -	f. 38, Italian -	language, getting help
	f. 18, black/Hispanic -	language, help
	f. 72, Jewish	learning English

Related Question: Can coming to America change a person?

p.13 -	m. 50, Germany -	culture mixing
	m. 18, Rhodesia (African) -	change in opinions
	f. 14, Russia -	food, clothing
p.14 -	m. 20, Greek -	social mobility
	f. 71, Jewish -	changing lifestyles

SECTION II. YOUR OWN ETHNIC HERITAGE

A. KNOWING YOUR ETHNIC IDENTITY

Topic 4 - Why people choose to identify with their ethnic heritage?

Related Question : Why does each of the following people identify with their ethnic heritage?

p.16 -	m. 42, Polish -	school, language, culture
	f. 27, Irish -	college course, grandmother and friend

	m.29, Polish -	name
p.17 -	f. 19, German -	being different likes Germany
	f. 71, Jewish -	neighborhood, language
	f. 65, Italian -	language, neighborhood, father's store
	f. 53, black -	black history
	m. 20, Greek -	sense of belonging
p.18 -	f. 18, black/Latin -	language, neighborhood, heritage
	f. 31, Irish/English, married to black-	mixed marriage, new identity

Topic 5 - Not everyone has to be interested in their ethnic heritage -

Related Question: Does everyone have to be interested in his or her ethnic heritage?

p.18 -	m. 66, Irish/English-	weak identification, no childhood stories
p.19 -	f. 31, Irish/English -	family feuding
	f. 21, Irish / German -	distant immigration indifference
p.20	f. 79, Jewish from Russia -	persecution
	m. 61, Greek -	embarrassment
	m. 20, Dutch/German -	no home traditions
	m. 33, Irish/Italian -	weak identification, "Heinz 57"
p.21 -	f. 19, Italian-born parents -	weak identification, Columbus Day
	m. 19, German/French/Irish -	difference of culture
	f. 40, Jewish -	lack of parental in- fluence
	m. 64, Italian-born -	arrival in America as a youth

B. EXPRESSING YOUR OWN ETHNIC IDENTITY

Topic 6 - There are many ways to express your ethnic heritage.

Related questions: What kinds of things do people do to express their ethnic heritage?

Is there any one way of expressing your heritage that is better than others?

p.22 -	f. 20, Irish/German -	minimal expression, food, clothing, St. Patrick's Day

p. 22 -	m. 32, Irish -	St. Patrick's Day, parochial school
p. 23 -	f. 27, Irish -	music, food, language
	f. 21, German/Irish/French -	minimal expression
	f. 19, German -	food, music, dress, Oktoberfest
p.24 -	m. 61, Greek -	name days
	m. 20, Greek -	Easter - candles, organization
	m. 19, black -	food, language, holiday - Kowanza
p.25 -	f. 53, black -	soul food, black history
	f. 65, Jewish -	organization, non-religious, candles
	m. 29, Polish -	Christmas feast - oplatek
	m. 42, Polish-	foods, language, organizations
p.26 -	f. 33, Italian-	holidays, customs, wooden shoes food
	f. 52, Italian -	language
	m. 64, Italian -	costumes, language, organizations, helping others within group
p.27 -	m. 20, Italian -	some language, family tradition
	m. 69, Russian -	religious customs

Related Question: Are people interested in visiting the homeland of their ancestors?

What would it be like?

p.28 -	f. 18, black/Hispanic -	"laguna" ritual
	m. 61, Greek -	language difficulty
	m. 19, German/French/Irish -	no interest
	m. 32, Irish -	felt like hyphentated American
p.29 -	m. 20, Greek -	feeling the ancestry
	m. 21, Italian/German -	family feeling

C. FEELING YOUR ETHNIC IDENTITY

Topic 7 - Feeling of kinship within ethnic groups.

Related Question: If someone identified with the same ethnic group as you, would you feel more comfortable with them?

p.30 -	m. 21, Italian/German -	yes and no, Italian upbringing
	f. 38, Irish/English -	yes, husband
	f. 18, black/Hispanic -	yes, common culture, language
	f. 19, German/French/Irish	no
p.31 -	f. 65, Italian -	partially - childhood friends
	m. 20, Greek -	yes - language as "edge"
	f. 64, Jewish -	tentative - my own people
	m. 29, Polish -	yes - tentative - name

Topic 8 - The question of "pride" in your ethnic heritage -

Related Questions: Can anyone be proud of their own ethnic heritage?

Does everyone have to be proud of his or her ethnic heritage?

p. 32	f. 27, Irish -	yes, contributions of immigrants, history
	f. 28, Jewish -	no - shame
	f. 65, Italian -	yes, map of Italy
	f. 62, Irish -	no, shame about names
p. 33-	m. 61, Greek -	yes, Greek civilization, English vocabulary
	m. 21, German/Irish -	no, World War II
	m. 20, Italian -	yes, instinct, family

Related Question: If you have more than one ethnic heritage, do you have to choose, to be proud of only one?

p.33 -	m.21, Italian/German -	proud of both
	m. 22, black/Suni Muslim -	proud of both
p.34 -	f. 38, Irish/English -	tentative
	f. 20 - Irish/German -	pride in one - stereotypes of Germans
	f. 43, Italian/Polish -	proud of both likes traditions

Related Question: Because you are proud of your heritage, does that mean that you think less of people who do not share your background?

p.35 -	f. 33, Italian ancestry -	tongue-in-cheek "yes"
	m. 82, Jewish -	no
	m. 29, Polish -	no
	m. 50, German -	all are good

Related Question : What does it mean to be _____?

p.36 -	f. 18, black/Hispanic -	struggle
	f. 65, Italian -	love it
	f. 75, Jewish -	superiority
	f. 33, Italian -	double pride
	m. 20, Greek -	heritage, kinship
p.37 -	f. 27, Irish -	strength, simplicity
	f. 19, German -	fun, hard to explain
	f. 64, Jewish -	family ties of past
	m. 29, Polish -	good crowd

SECTION III. BEING DIFFERENT

A. PREJUDICE

Topic 9 - Prejudice because of ethnic identity -

Related Questions: What is prejudice?

Can people ever face prejudice because of their ethnic identity?

p. 39-	f. 21, German/Irish -	white vs. black
	f. 65, Italian -	perceived Irish vs. Italians
p. 40-	m. 32, Irish -	toward Irish
	m. 18, Rhodesia -	white suspicion of blacks
	m. 19, Jewish -	dating
	f. 33, Italian -	subtle, jokes

Related Question: What happens to the children of immigrants who are born in America?

Can they still face prejudice?

p. 41-	m. 50, German -	2nd generation, anti-German
	f. 43, Italian/Polish -	church, jokes

Related Question : Can people ever face prejudice from people who share their same ethnic heritage?

p. 42-	f. 62, Irish -	"greenhorns"
	f. 75, Jewish -	German Jews and Orthodox Jews
	f. 31, white married to black male -	color consciousness

Topic 10 - The Reduction of Prejudice -

Related Question: Can prejudice ever be reduced?

p.43 -	m. 21, German/Irish -	education
	f. 62, Irish -	passage of time
	f. 65, Jewish -	intermarriage
p.44 -	m. 61, Greek -	historic

Related Question: When people frequently associate with other people of different ethnic groups, do they become less prejudiced?

p.44 -	m. 21, German/Irish -	no
	f. 31, white married to black male	yes - grandchildren
p.45 -	f. 18, black/Latin -	yes
	f. 79, Jewish -	perhaps - good people

B. DISCRIMINATION

Topic 11 - Discrimination because of ethnic identity -

Related Questions: What is discrimination?

Is it the same thing as prejudice?

Can people be hurt by discrimination?

p.46 -	m. 21, German/Irish -	historic ethnic mixing
	f. 19, Italian -	non-natives
	m. 69, Jewish -	job
p.47 -	m. 22, black -	job
	f. 65, Italian -	schools
	m. 29, Polish -	Polish jokes
p.48 -	f. 67, Jewish -	schools
	f. 14, Russian -	stereotypes
	m. 19, black -	stereotypes - sales assistance not accepted
p.49 -	f. 33, Italian -	welfare
	f. 65, Jewish -	schools and occupational (quotas)
	m. 32, Irish -	job, stereotypes, private clubs

C. STEREOTYPES

Topic 12 - Stereotypes of Ethnic Groups -

Related Questions - What are stereotypes?

Do stereotypes adequately describe real people?

p.51 -	f. 20, Irish/German -	many stereotypes

p. 51-	f. 27, Irish -	Irish - drinking and happy
	f. 19 , Iran -	Persians - camel riders
p.52 -	f. 31, white married to black male -	revised sterotypes of blacks as passive, whites as incestuous, not trustworthy
	m. 29, Polish -	Polish - hardworking, patriotic
	m. 21, Italian/German -	Italians as hardworking, emotional; Germans as hard
	f. 21, French/Irish/German -	Jews as cheap, Irish as drinkers, storytellers
p.53-	f. 43, Italian/Polish -	Italian - Mafia, and Polish and dumb
	m. 33, Irish/Italian -	World War II propaganda, own experience
	f. 19, German -	Germans as hard workers, Hitler
p.54-	m. 19, Jewish -	Jewish - money
	f. 62, Irish -	Irish as straight-laced, Jews, Irish - education, Italians - segregation by sexes
	f. 14, Russian -	Russian - communism
	f. 33, Italian -	Italians as survivors, hard workers, achievers
p.55 -	m. 20, Greek -	Greeks - restaurants
	f. 28, Jewish -	Jews - glasses, big noses, curly hair
	m. 42, Polish -	Polish as dumb
	m. 69 , Russian -	Russians as religious, emotional

Related Question: Are people really different from one another?

p.56-	m. 82, Jewish -	all people are brothers
	m. 32, Irish -	all people were oppressed
	f. 53, black -	all people are human beings

C. Other Uses of the Sourcebook Material -

The applications of the material in the sourcebook are limited only by the creativity of the teacher using it. Teachers should feel free to use the material in any way or ways beneficial to their students. The following are a few suggestions for using the sourcebook for purposes other than classroom discussion.

1. Group or Committee Work -

Given the organization of the sourcebook into sections and subsections, the class could be broken into small groups or committeees, each studying a particular aspect of ethnicity or ethnic group relations. Students could then, as groups, prepare reports for presentation to the full class.

2. Home Assignments -

If the sourcebook is taken home, students can use the material in relation to themselves and to other people they know. For example, the student might read throught the material and select examples of quotations which seem best to express his or her own ethnic identity. Or the student might use the material as a source for a written report about ethnicity or ethnic group relations. In either case, the student could write a report to present to his or her teacher or class.

3. Related Classroom Activities -

a. Sourcebook Section I - Immigration and Assimilation

1) Before the class or a small group of students examine the materials on pages 3-9, write the words, "pushes" and "pulls" on the chalkboard. As students read the materials, have them list under "pushes" the reasons why people left their homelands; under "pulls" have them list the reasons why immigrants selected the United States as their destination. Based upon the readings:

a) What seem to be the most common reasons for coming to the U.S.?

b) Why do you think your family came to the U.S.?

c) Was your family's story similar to any in the readings?

2) The voyage to the United States was frequently very difficult. The immigrant was faced with many decisions both before and after he or she arrived on U.S. shores. Have students role play that they were one of the immigrants described by:

- the 32 year old male, of Irish ancestry, p. 3
- the 65 year old, female, of Jewish ancestry, p.3
- the 14 year old, Russian-born female, p.9

a) What decisions did the immigrant have to make before coming to the U.S.?

b) Once the immigrant arrived in the United States, do you think he or she was pleased or disappointed with what he or she found?

c) Compare the decisions made by the immigrants above with the situation described by the 19 year old black male on page 4.

3) Have the class or a group of students read pp.3-9 and examine a set of pictures of immigrants arriving in America such as those published in Materials for Using American Issues Forum In The American History Classroom: Topic I: Nation of Nations, The University of the State of New York, The State Education Department, Bureau of General Education Curriculum Development, Albany, N.Y. 1976, pp. 18-31. Then have each student write a descriptive passage in which he or she expresses what it was like to be an immigrant on the first day in the United States.

a) What does the term, "empathy" mean?

b) Do you think it is possible to appreciate what it felt like to be an immigrant entering the United States for the first time?

4) The process of adjusting to a new country is difficult. Have students imagine that a non-English speaking immigrant has moved into an English speaking neighborhood. How could each of the following individuals hurt or help the immigrant adjust to his/her new home?

- school teacher
- policeman
- grocer
- clergyman
- government official
- neighbor
- employer
- person of the same ethnic heritage
- relative

5) Next have students or a group of students read pp. 10-14. As they read, have them list:

- those factors which made it difficult for the immigrant to become an American (e.g.,limited ability to speak English)
- those factors which helped immigrants to adjust to American life (e.g., living in an ethnic neighborhood).

Now ask students to react to the following questions:

- How do you feel when...

... you hear someone speaking in a heavy accent or speaking in a foreign language?

... you see someone wearing an "exotic" or "unusual" mode of dress?

... a person of a different ethnic group is assigned to your class?

6) Have the class or a group of students develop a handbook for an immigrant who wishes to move to the community. Students should determine:

- what information the newcomer will need

- where this information can be obtained

7) Students who are willing might wish to develop a family tree by interviewing their older family members. This activity should be optional, as some students and their families may not wish to share this information with a class. Instructions for how to conduct an interview may be found in Section VI of this guide. Students should consider:

- Why did the immigrant come to the United States?
- What was it like for the immigrant upon arrival in the U.S.?
- What problems the immigrant had to resolve during his or her early days in the U.S.?
- How were these problems solved?
- What traditions or customs has the family continued to observe?

8) After students have completed section I, have students draw a world map and locate the country of origin of the immigrants described in the quotations. Next, have students conduct an ancestry survey of the class and include the homelands of these groups on the map of The People Who Came to America.

b. Sourcebook Section II. Your Own Ethnic Heritage

1) Have students read pp. 16-37. As students read, have them list:

- factors which encourage strong ethnic identity
- factors which discourage ethnic identity

Next have students examine the following five quotations:

- male, 42, Polish ancestry, p. 16
- female, 21, Irish/German ancestry, p. 19
- female, 43, Italian/Polish ancestry, p. 34
- female, 19, German ancestry, pp. 23-24
- male, 20 Italian ancestry, p. 27

On a continuum ranging from 5 - 1, have students rank the five quotations in terms of strong to weak ethnic identity.

5 4 3 2 1

strong weak

- What factors seem to be associated with strong ethnic identity?
- What factors discourage ethnic identity?

- Can the factors which discourage ethnic identity in one person ever encourage it in another person? (e.g., compare male, 20 Greek ancestry p. 16 and male, 61, Greek ancestry, p. 18.)

- Do you think that it is important to maintain strong ethnic ties? Explain.

2) Below you will find a list of factors which contribute to feelings of ethnic identity. Have students identify quotations from the readings in which each factor was important in strengthening ethnic ties:

factor	Quotation
- family ties	
- organizations	
- religion	
- language	
- social class	
- neighborhood	
- (add others)	

a) Which factor do you feel is most important in your own feelings of ethnic identity?

b) To what extent is it necessary for an immigrant to learn English?

c) Do most people identify with some ethnic background?

d) In terms of ethnic identity, what kinds of things may happen to the individual who is a combination of many ethnic backgrounds?

3) Have the class or a small group of students re-examine pp. 16-37, in terms of the role of religion in ethnic identity.

a) Does religious education play any role in ethnic identity?

b) Do religious holidays and traditions play any role in ethnic identity?

c) Does religious persecution play any role in ethnic identity?

4) Below you will find a map (Fig. 1) of a two block business district within the city of Albany, N.Y. Using this map or a similar one developed by students of a business district within their own community, have them classify each business as:

- an ethnically oriented business
- a neutral or non-ethnic business

a) In what ways does the map illustrate the ethnic diversity of the community?

b) What ethnic institutions or traditions not associated with your own ancestry do you enjoy?

CVS Pharmacy	Clapp's Bookstore	Madison Theater	Madison Ice Cream Parlor	El Hombre Men's & Women's Cutting & Hair Design	Speed Wash	Price Chopper	Shell Self-Service Station

Madison Liquor & Wine	The Smoker Pipes/ Cigars	Bank of New York	N.Y.S. Office Building	Peking Restaurant	Orlando's Coiffures	Taco J's II Mexican Food	The Clebill Restaurant	Pine Hills Coffee Shop	Studley's Pub	United Dry Cleaners	Medical Center Pharmacy

Fig. 1

c) Are the Pizza Hut and Arthur Treacher restaurant chains a legitimate expression of ethnicity?

c) To what extent has America's ethnic diversity enriched its culture?

5) The mass media are important sources of information regarding how ethnicity is viewed in the United States. Have students view 2 hours of commercial television. (If at all possible, various periods during the day should be examined.) Advertising as well as broadcasts should be considered. (Magazines can also be used in this type of assignment.)

a) What specific ethnic groups were portrayed during your selected two-hour period?

b) How were the groups portrayed?

c) How realistic was this portrayal?

d) In what ways might television encourage ethnic stereotyping?

e) How ethnic is television advertising? (e.g., Sam Breakstone's sour cream)

c. Section III. Being Different

1) Have students play a version of "Who Comes to Your House?" (Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum. Hart Publising Company, Inc., New York, 1973, pp. 248-249.) Students should fold a sheet of paper in half. On the left side of the paper, list all the people who have been invited to your house for a meal within the last year. On the right side, after each name, write "R" for relative, "F" for friend and "O" for other. Place a "*" next to the names of those people whom you would be happy to see again; an "x" next to the names of those individuals whom you do not care to see again; an "S" or "D" next to those of the same or different religion; " SR" or "DR" next to those who are the same or different race than yours, and "SN" or "DN" next to those who are the same or different national origin than yours.

- What does this chart tell you about your own personal friendship patterns?

Next have the class divide into small gorups to discuss individual friendship patterns.

- Do your frienship patterns indicate any prejudices on your part?

- How comfortable do you feel with people of different religions? different ethnic background?

2) Prejudice, discrimination, stereotypes, and segregation are important terms when discussing ethnicity and social relationships. Have students propose tentative definitions for these terms. (Younger students may have to rely upon dictionaries and texts when developing definitions.) Now have students read pp. 39-56. For each term, have students select a quotation which they feel adds an important dimension to the class definitions. Students should be prepared to defend their selections.

a) To what extent are the four terms interchangeable?

b) How are these terms related to each other?

c) How are prejudices learned?

d) Why are stereotypes harmful? To what extent are stereotypes based upon facts?

e) In what ways do stereotypes prevent us from looking at people as individuals?

f) How does discrimination affect the individual's self-image?

g) In what ways can all Americans be equal but different?

3) Have students imagine that they could build a perfect society. In this society, all people can either be the same or different.

a) What are the advantages and disadvantages of a society in which all people are the same?

b) What are the advantages and disadvantages of a society in which variety and diversity exist?

c) If you had the choice, which society would you choose? Why?

4) The cartoons of Thomas Nast reflect many of 19th century America's prejudices and stereotypes regarding ethnic gorups. Have students examine a collection of Nast cartoons such as those found in Marton Keller's, The Art and Politics of Thomas Nast, Oxford University Press, New York, 1968, and describe Nast's attitudes regarding:

- the Irish
- Germans
- Catholics
- Chinese
- Indians
- blacks

a) What is Nast saying about these various groups?

b) How does he make his derogatory point?

c) Why would many of these cartoons be unacceptable by today's standards?

d) After reading the quotations in the sourcebook on pp 51-55, do any of them indicate that Thomas Nast's cartoons are inaccurate?

6) Read Emma Lazarus' poem, "The New Colossus," (Fig 2) to the class.

- What is the poet's attitude toward immigrants?

- To what extent do you think this poem accurately describes America's attitudes toward immigrants?

Next show the class a picture of the Statue of Liberty. "The New Colossus" was inscribed on the statue in 1903.

- What is your reaction to the poem and the meaning of Miss Liberty?

The New Colossus
Emma Lazarus

Not like the brazen giant of Greek fame.
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips, "Give me your tired, your poor,
Your huddled masses yearning to breathe free;
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Fig. 2

June, 1980

V. LIST OF RESPONDENTS

	Sex	Age	Self-Ethnic Identification	Quoted on Pages	Generation*
1.	male	21	German, Irish	33,42,44,46	3
2.	male	22	black, Suni Muslim	33,47	3
3.	female	19	Persian	5,10,51	1
4.	female	40	Jewish	21	2
5.	female	31	white,Irish,English	18,21,42,44,51	3
6.	female	52	Italian	26	2
7.	female	19	Italian	11,46	2
8.	male	21	Italian,German	29,30,33,52	2
9.	female	44	Japanese	4	1
10.	female	21	French,Irish,German	23,52	3
11.	female	20	Irish,German	22,34,51	3
12.	male	18	black,Rhodesian	5,9,13,40	1
13.	male	19	Jewish	40,54	3
14.	male	20	Dutch,German	20	3
15.	female	19	Italian	21	2
16.	female	43	Italian,Polish	34,41,53	2
17.	female	38	Irish,English	30,34	3
18.	female	18	black,Latin	12,18,28,30,36,44	2
19.	female	21	German,Irish	19,39	3
20.	male	61	Greek	7,11,20,24,28,32,43	2
21.	male	19	German,French,Irish	21,28,30	3
22.	male	20	Italian	27,33	3
23.	female	65	Italian	3,17,31,32,36,30,47	2
24.	male	64	Italian	6,21,26	1
25.	male	69	Russian	27,55	2
26.	male	33	Irish,Italian	20,53	3
27.	male	19	black,African	4,24,48	3
28.	female	62	Irish	4,32,42,43,54	3
29.	female	38	Italian	8,12	1
30.	female	75	Jewish	8,36,42	1
31.	female	72	Jewish	12	2
32.	female	14	Russian	5,9,13,48,54	1
33.	female	33	Italian	26,35,36,40,49,54	2
34.	male	32	Irish	3,22,28,40,49,56	3
35.	female	56	Jewish	4	2
36.	male	82	Jewish	6,35,56	1
37.	female	65	Jewish	3,25,43,49	2
38.	male	20	Greek	14,17,24,29,31,36,55	2
39.	female	53	black	17,25,56	3
40.	female	79	Jewish	7,11,20,44	1
41.	female	67	Jewish	47	2
42.	female	71	Jewish	14,17	2
43.	male	69	Jewish	7,46	1
44.	male	66	English,Irish	18	3
45.	female	19	German	17,23,36,53	2
46.	male	50	German	6,8,10,13,35,41	1
47.	female	27	Irish	16,23,32,37,51	3
48.	female	64	Jewish	11,31,37	1
49.	female	28	Jewish	32,44	3
50.	male	29	Polish	16,25,31,35,37,47,52	2
51.	male	42	Polish	3,16,25,55	2

* Under "Generation": 1 = the immigrant generation,
2 = the first American-born generation
3 = the second or later American-born generation

VI. Sample Questionnaire for Student Use

The questionnaire used to interview individuals for this sourcebook was open-ended. That is, respondents were free to express their own ethnic identities in their own words. Questions asked by the interviewer were designed to make the respondent think about things that he or she generally takes for granted. The questions also served to assure some degree of comparability among the quotations selected from the interview data.

The questionnaire used to gather quotations for this sourcebook could have direct applications to your classroom teaching of ethnicity. Students could use the questions to interview members of their own families, their friends, or their classmates. This would be useful, for example, to students studying their own ethnic heritage. The questions could also be used by the class as a whole. For example, a speaker from a particular ethnic group could be invited to your class to respond to questions asked by your students.

Interviewing is not simply a matter of asking questions. Rather, interviewing is a technique for learning. Interview respondents, people responding to interview questions, are sources of information. In the social sciences, they are sources of information not only about themselves, but about their own relationships to society as unique individuals, as well. A researcher using the interview technique can therefore learn about individuals, about the relationship of individuals to society, and even, in a way, about society through the responses of individuals who themselves are participants in society. Similarly, the student using the interview technique can learn about the processes which relate the individual and society.

The following pages provide you, and therefore your classes with the questionnaire used to collect information for the Sourcebook. It is intended for you to use this questionnaire in whatever way it can best provide a learning experience for your students. To assist you with this endeavor, a few suggestions are offered about the process of interviewing.

Whenever you are conducting an interview, the first thing you must ask yourself is, "What do I want to know?" The answer to this question must be precise and yet open to varying interpretations and expressions by respondents. It must be precise so that you complete the interview with a sense that the information you have collected is directly relevant to the given topic of your interest. It must be open to varying interpretations and expressions so that you are learning something new, from each interview, about that topic.

Once you have selected the questions for your questionnaire, the questions must be pretested. By asking the questions in the order you have arranged them of individuals with characteristics similar to those you intend to interview for your learning experience, you will learn whether or not your questionnaire will truly be useful in helping you to know what you set out to know. Then you may discard irrelevant questions, questions which give you unnecessary or unrelated information, and re-

order your questions so that the interview will progress in a way that provides you with the best possible information.

In terms of selecting and retaining questions, be sure that each question you ask has a particular purpose for your learning experience. What does the response to any given question tell you about what you want to know? Further, no one question will be understood by all respondents in the same way. Therefore, it will be necessary to have "probe questions" ready. (In the sample questionnaire, suggested probes are in parentheses.) If the respondent does not answer your original question in a way which provides you with a satisfactory answer, be prepared to ask a probe question which will direct the respondent to answer your question appropriately. However, probes are used to be sure that the respondent gives you an answer to your question which is direct and not superfluous. They are not used simply to get an answer which is more to your liking.

In terms of ordering your questions, do not begin by asking the respondent questions which tax his or her memory for in-depth thought. By first asking simpler, perhaps cognitive, questions, you get your respondent to talk and think casually about the topic about which you want to know. Once he or she has been talking or thinking about it, and begins to trust you, then you can ask the questions which require the respondent to delve into him or herself for responses usually taken for granted and not thought about. You might conclude with simple, perhaps demographic, questions as a means of ending on a less demanding note.

One additional and very important point needs to be made. Your respondent is a human being. An interview is not an attack on the respondent. Your purpose is not to exploit your respondent for information. A successful interview should be as satisfying to the respondent as it is to the interviewer.

The following questionnaire should make the task of conducting your own, or your students' interviews about ethnicity easier. The questions and their order have been used with more than one hundred respondents. Use them as they are, or devise your own questionnaire from them. Just remember, interviewing should be both educational and enjoyable.

JUNIOR COLLEGE OF ALBANY
RUSSELL SAGE COLLEGE
140 NEW SCOTLAND AVENUE
ALBANY, NEW YORK 12208

THE INDIVIDUAL AND ETHNIC IDENTITY

Interview Schedule
Henry H. Brownstein, Ph.D.

Number_____
Date_____

This interview is part of a study to help us to understand how people identify with ethnic groups of common national origin, race, or religion.

I. Do you identify yourself with any particular ethnic group?_____
Do you think that other people generally identify you with that or any other particular ethnic group?_____
(If no, relate questions to family origins.)

II. Family History
Could you tell me anything about how your family originally came to America? (Where did they come from?
Why did they come?
Where did they first settle?
How long have they been here?)

III. Practices
1. Are there any things which you do that are especially related to your being_____? (Explain.)
(e.g., other language spoken; special foods eaten; books, newspapers, or magazines read; holidays celebrated)

2. (If you had children, would they be . . .) Are your children being brought up to identify with your ethnic background? (Explain.)
(e.g., ethnic schools; special celebrations)

IV. Socialization
1. In any special way were you brought up to be _____? (Explain.)
(Role of parents?
Role of others?)
(e.g., schooling; family celebrations; language; newspapers)

2. How would you describe the neighborhood or area in which you grew up?
(Many _____ people; stores; other institutions?
languages spoken? cases of discrimination?)
What were the schools like?

V. Networks

1. (Friends) Of the friends with whom you are closest, about how many are _____?
Compared to other friends, about how often do you see your _____ friends?
How important is it to you to have _____ friends? (Explain.)

2. (Co-workers) Of the people with whom you work, are there many _____s?
Are you closer to them than to other co-workers?
How important is it to you to work with other _____s?
(Explain.)

3. (Spouse) (If you were married. . .) Is your spouse _____?
How important is it to you to have a _____ spouse? (Explain.)

4. (Neighborhood or Area) How would you describe the neighborhood or area in which you live today?
Are there many _____ people stores, or other institutions?
How important is it to you to live in an area with other _____ people or institutions?

5. (Organizations) Are you a member of any _____organizations?
(For each . . .)
Why do you (not) belong to this (any) _____organization?
(Why did you join?
How long have you been a member?
Have you ever met any friends through this organization?)

VI. Knowledge

In any way have you ever studied the history of _____ people in America or elsewhere? (Explain.)
Are there any books, movies, television programs, and so on that you have seen or read about _____ people? Which ones?

VII. Feelings

Do you feel any special pride in being a _____-American today?
. . . any shame in being a _____-American today?
Do you have any special feelings about being a _____-American?

VIII. Beliefs

A. Uniqueness

1. Do you believe that _____-Americans are special in any way?
(. . . special destiny?
. . . special role? Explain.)

2. Do you believe there are any advantages to being a _____-American today?
. . . any disadvantages? (Explain.)

B. Commonness of Kind

1. In any way(s) do you believe that _____-Americans are like one another?
. . . different from one another? (Explain.)

2. Do your beliefs in life generally have anything to do with your identification as a _____-American? (Explain).

C. Symbolic Identification

1. Do you believe there is any relationship between being a _____-American and (the nation of) _____?
(How would you describe that relationship?
Have you ever been there?
Do you ever plan to go?
Have you ever considered living there? Explain.)

2. Do you believe there is any relationship between being a _____-American and (the historial event of) _____?
(E.g., Jews-holocaust; Blacks-slavery; others- ask)
How would you describe that relationship?

D. Discrimination and Prejudice

1. Do you believe there is any prejudice or discrimination against _____-Americans today?
When others call you a _____-American, do you believe it is ever meant as an insult? (Explain.)

2. Do you believe that _____-Americans, as individuals, or as a group, are in any special danger in America or in the world today? (Explain.)

IX. Actual Prejudice or Discrimination

1. Have you ever been discriminated against because you are a _____-American?
Do you know of anyone else who has? (Explain.)

2. Have you ever met anyone who is prejudiced against _____-Americans?
What makes you think that this person is (was) prejudiced?

X. Self-Identification

1. About how often do you think of yourself as a _____-American?
What is it that gives you your identity as a _____-American?
When you think of yourself as a _____-American, what do you mean by that?

2. What other groups (in America) do you identify with?
(e.g., age; sex; social class; occupation)
Compared to these other groups, how important is it for you to see yourself as a _____American? (Explain.)

XI. What does it mean to you to be a _____-American today?

XII. Demographics

1. (sex)_____ (M or F)
2. Are you married?_____
3. In what social class would you place yourself?_____
What was the last grade you completed in school?_____
What is your occupation?_____
Would you say your family income is high, middle, or low?_____
4. How old were you on your last birthday?_____

Thank you for your cooperation.